



Supplemental Trainer Materials

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ITEM	TITLE
1	Optional Handout: Development of Awareness of Words, Parts of Words, and Sounds in Words

Development of

Phonological Awareness: Awareness of Words, Parts of Words, and Sounds in Words

AGE	STAGE
3 years of age, children can typically...	<ul style="list-style-type: none"> • Say familiar rhymes (Mary had a little lamb.) • Match rhyming words (Do <i>bake</i> and <i>cake</i> sound the same?) • Some children recognize beginning sounds of words are the same (fuzzy and fox begin with 'f' sound)
4 years of age, children can typically...	<ul style="list-style-type: none"> • Segment parts of words (<i>rainbow</i> has two parts to the word) • Count number of parts in words (only 50% of children)
5 years of age, children can typically...	<ul style="list-style-type: none"> • Count number of parts in words (90% of children) • Count sounds (phonemes) within words (less than 50% of children)
6 years of age, children can typically...	<ul style="list-style-type: none"> • Match beginning consonants of words (Mom and map begin with the same sound) • Blend two to three sounds (g - u - m makes the word <i>gum</i>) • Count sounds within words (70% of children) • Name rhyming words (What word rhymes with boat? Child responds with <i>coat</i> or <i>goat</i>.) • Divide words by onset and rhyme (first consonant or blend with the rest of the word: 'step' makes st – ep)
7 years of age, children can typically...	<ul style="list-style-type: none"> • Blend sounds to form words • Segment three to four sounds within words • Spell 'best guess' • Delete sounds from words (<i>dog</i> without the final 'g' is 'da')

The idea to develop this chart came from:
 Goldsworthy, C. (1998). *Sourcebook of phonological awareness activities children's classic literature*. San Diego: Singular Publishing Group, Inc.